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ABSTRACT

This final performance report for the Bay County (Florida) Public Library literacy project begins with a section that provides quantitative data about: (1) the size of the community served; (2) type of project; (3) targeted populations; (4) tutoring methods used; (5) measurement of student progress; (6) printed items produced; and (7) total numbers of adult learners served, learners receiving direct tutoring service, hours of direct tutoring service received, new volunteer tutors trained, current volunteer tutors trained, volunteer tutors involved, non-tutor volunteers recruited, service hours provided by non-tutors, librarians oriented to literacy methods and materials, and trainers of tutors trained. A narrative section indicates that project goals for 1992-93 were met or exceeded--71 new volunteer tutors were trained, 10 tutors received additional training, and 134 adult learners received 3,298 hours of tutoring service. Activities undertaken are described, including the hiring of a project coordinator; tutor training; contributions of other organizations; publicity; student recruitment, testing, and referral; volunteer recognition; continuing education for project staff; and material acquisition. Proposed and actual expenditures are compared. (MES)

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Bay County Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FINAL PERFORMANCE REPORT

FOR
BAY COUNTY PUBLIC LIBRARY
25 W GOVERNMENT STREET
BOX 2625
PANAMA CITY FL 32402

Grant No. R167A200287
Award Amount $30,000
Total Expended $30,000

Report prepared by
Rachel Hughes
Project Coordinator

Deanne Coffield
Finance Manager
(904) 872-7500

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
___ between 50,000 - 100,000
_X_ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

_X_ Recruitment
_X_ Retention
___ Space Renovation
___ Coalition Building
_X_ Public Awareness
_X_ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
_X_ Tutoring
___ Computer Assisted
___ Other Technology
_X_ Employment Oriented
_X_ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
_X_ Workforce/Workplace
_X_ Inmates of Correctional Institutions
___ Other (describe) Any adult over the age of 16, not registered in school and reading below the 5th grade level.

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
_X_ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach _X_ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

_X_ one-on-one tutoring _X_ small group instruction
_X_ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes _X_ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented?
___ yes _X_ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
_X_ recruitment brochure
___ resource directory
___ evaluation report
___ survey
_X_ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 134
Of those served, how many received direct tutoring service? 134 How many hours of direct tutoring service did they receive? 3298
How many new volunteer tutors were trained? 71
How many current volunteer tutors received additional training? 10
How many volunteer tutors (total) were involved? 54
How many non-tutor volunteers were recruited? 5
How many service hours were provided by non-tutors? 0
How many librarians were oriented to literacy methods, materials, and students? 5
How many trainers of tutors were trained? 0

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

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NARRATIVE REPORT.

The Bay County Public Library maintains an adult reading tutorial program for Bay County using trained volunteers. The literacy program is coordinated by the part-time coordinators, Rachel Hughes, who is responsible for the recruitment and training of the volunteer tutors, promotion of the program, and purchase of adult basic education reading materials. A part-time worker provided clerical support to the program and the Coordinator. With support from tutors and the Literacy Advisory Board, project activities and goals were met and exceeded expectations — 71 new volunteer tutors were trained; 10 tutors received additional training; 134 adult learners received 3,298 of tutoring service.

Funds provided by the Title VI Literacy Grant made it possible to employ a project coordinator and purchase materials for tutors and students. The Literacy Volunteers of Bay County Advisory Board seeks local donations for the program, however, these funds provide only minimal support for program materials. So much more is accomplished with adequate resources for materials and coordination by paid staff. While the literacy program would continue at a reduced level without Title VI funding, it would be difficult to maintain activities without adequate resources.

Volunteer tutors are the heart of the literacy project. They are recruited from every walk of life throughout the Bay County area. News releases announcing tutor training workshops are distributed to area newspapers, radio, and television. Local media are very cooperative in supporting the literacy program.

Tutors are required to attend a 15-hour training workshop to learn proven methods for teaching basic reading skills, given a basic orientation of the adult basic education materials collection, and issued library cards if needed. Workshops are planned for strategic times of the year (October, January, and April) in order to obtain the maximum number of participants for each session. Three

workshops were conducted in 1992-93. Project objectives anticipated training at least 40 volunteer tutors — 71 new tutors were trained; 10 received additional training.

Tutor-training workshops combine video tutorials with instruction and support by the Project Coordinator. The training videos are produced by the national office of Literacy Volunteers of America; the Bay County Public Library is a full affiliate. The Basic Reading Tutor Training workshop presented to all volunteers entering the program emphasizes the use of public libraries for tutoring adult students. The Bay County Public Library and its three branches are used as tutoring sites.

In addition to the involvement of the public library, local educational and civic organizations work closely with the program. Gulf Coast Community College, Haney Vocational-Technical Center, and Shaw Adult Center provide tutoring space. Student referrals and program support are received from the Salvation Army Probation and Parole Division, Health and Rehabilitative Services (HRS) Project Independence, the Bay County Council on Aging, Bay County Retired Senior Volunteer Program, Job Services of Florida, Job Training Partnership Act (JTPA) Office, Corrections Corporation of America Jail Annex, Bay County 4-C Council Parents as Teacher Program, and the United Cerebral Palsy Center. The HRS Project Independence is designed to help mothers on welfare find jobs or be placed in an educational setting to upgrade their reading and writing skills. In-kind support is received from local businesses such as Pizza Hut, Panama City News Herald, Buffalo Rock Pepsi, Adams Printers, WMBB-TV, Arby's Restaurants.

The Project Coordinator and Literacy Volunteers of Bay County Advisory Board members often are interviewed for radio, television and newspaper regarding the serious illiteracy problem in this area. Based on 1990 census data, 25.5% of adults in Bay County age 18 or older have less than a

ninth grade education. Illiteracy affects the quality of life in the community by contributing to welfare, unemployment, crime, and other social ills.

Student recruitment is a daily process that uses all media available — newspapers, television, radio. Brochures and flyers are sent to social service agencies and churches and informative posters are placed in high-traffic locations such as convenience stores and shopping centers.

Students are interviewed and tested before entering the tutoring program. The Literacy Volunteers of America Reading Evaluation Adult Diagnosis (READ) test is used to determine the student's reading level. The test takes from 45 minutes to one hour to administer. Students reading beyond fifth-grade level are referred to Shaw Adult Center or Haney Vocational-Technical School. The Project Coordinator assigns tutors to assist students at both schools with their reading. These schools also provide tutoring space for the program.

The project anticipated placing at least 40 adult students — 134 students were served by the program. Tutors are trained to become sensitive to the needs of the adult learner and to try to center lessons around the student's goals. Often students come into the program hoping to help other family members or with goals such as obtaining a driver's license, progressing to adult education classes, learning to complete forms, resumés, or writer paragraphs. It is inspiring to staff and volunteers when personal goals are met successfully.

A number of students entering the program never have been in a library and are unaware of the services offered. Learning to read and write is a slow process, especially when students are tutored in two one-hour sessions each week. Making students aware of the length of this process is a challenge. The turnover rate for both students and tutors is high — a national trend. Conflicts with family and employment obligations, time constraints, and unrealistic expectation take their toll. Adding to this

area's turnover rate is the transient population. Many of the jobs available to unskilled workers are in the seasonal tourist industry.

Social interaction and recognition is important in a volunteer project such as this. In February 1993, a volunteer recognition breakfast recognizing tutors, board members, and other library volunteers was sponsored by the Bay County Public Library. Volunteers received a certificate of appreciation and a small gift.

Continuing education for project staff is important to the program. Travel expenditures of $2,048 paid expenses for attendance of state, regional and national workshops. One of the best sources for such training is the annual Literacy Volunteers of America National Conference attended by the project coordinator and literacy assistant. The 1992 conference was held in Denver, Colorado in November.

Current materials in adequate numbers are needed to support the literacy program. Approximately $5,145 was spent for books and materials for collections at the Bay County Public Library and its three branches. These collections consist of high-interest, low-readability instructional and leisure adult reading materials for students and training materials for tutors and teachers of adult basic education.

Expenditures for supplies and printing totaled $2,453. Costs included printing of brochures and flyers, purchase of students workbooks and materials, general office and program needs, and materials processing. Postage costs of $374 provided for distributions of information to media, supporting agencies, students, and tutors.

Budget Detail

	Proposed	Actual
Library Materials	$ 6,500.00	$ 5,145.08
Salaries and Benefits	$ 18,900.00	$ 19,979.80
Supplies and Printing	$ 3,000.00	$ 2,453.19
Postage and Delivery	$ 400.00	$ 373.90
Travel and Training	$ 1,200.00	$ 2,048.03
	$ 30,000.00	$ 30,000.00